



Missouri Teacher Preparation Institution PROFILE

MISSOURI WESTERN STATE COLLEGE

GENERAL INFORMATION

About the Institution

- Originally founded in 1915 as the St. Joseph Junior College, Missouri Western was transformed into a four-year college in 1969 and became a full member of the state system in 1977. Missouri Western State College is an open enrollment, baccalaureate-level institution with a special retention program, Access Plus.
Source: Missouri Western State College (<http://www.mwsc.edu>)

- Enrollment*** **5,089** (5,089 undergraduates)

Non-resident Alien	0.2%
African American	8.6%
American Indian	0.8%
Asian	0.7%
Hispanic	1.5%
White	88.2%
Other	0.0%

Missouri residents 90% (undergraduates)

Male	39%
Female	61%

**Fall 2000 Headcount*

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)

Transfer Students from Missouri Public Community Colleges* 89

**Fall 2001 degree-seeking undergraduate students*

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)

Bright Flight Scholarship Students¹ 60

Source: 2000-2001 Statistical Summary of Missouri Higher Education, Jan. 2001 (Tables 18a & 18b)

Byrd Scholarship Students (Missouri residents)² 0

Source: Missouri Department of Elementary and Secondary Education

- Entrance Requirements**

Prospective students must provide

1. a completed application for admission
2. ACT results and profile
3. a high school transcript with a minimum of six semesters of work
4. a high school transcript documenting graduation or a General Education Development (GED) certificate
5. a completed Missouri minimum core curriculum student reporting form with high school counselor's signature

Source: Missouri Western State College Web Site

- Average ACT Score of 1995 Freshmen Class*³** **19.3**

**Fall 1995 degree-seeking, ACT-tested, first-time freshmen*

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

Compiled
by the
Missouri
Department of
Elementary
and Secondary
Education

December 2001

- Tuition & Fees, Typical Full-time Undergraduate Student*

<u>Missouri Resident</u>	<u>Non-resident</u>
\$3,026	\$5,342

*2000-2001 academic year

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 13a& 13b)

About the Education Program

- The education unit operates as a professional community and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs. Faculty teaching courses for the education unit require concurrent approval of the education chairperson and the chair of the department where the faculty member is housed. The education chairperson also has the power to reject renewal of an adjunct supervisor's contract when hired directly by the education unit and has concurrent approval of regular and adjunct supervisors across the campus. Both cooperating teachers and supervisors are involved in a full-day training session each semester, according to the model of collaboration.

Source: Missouri Western State College, May 1999

- Enrollment in Undergraduate Professional Education Programs* **191**

American Indian	1.0%
Asian	0.5%
African American	1.0%
Hispanic	1.0%
White	96.3%
Other	0.0%
Nonresident Aliens	0.0%
Unknown	0.0%

Missouri residents **91%**

Male	11.5%
Female	88.5%

*Fall 1999 Headcount (full-time students)

Source: Institution AACTE/NCATE Report or MoSTEP Annual Report, Oct 2000

Transfer Students from Missouri Public Community Colleges* **Not Reported**

*Fall 2001 degree-seeking undergraduate students

Missouri Teacher Education Scholarship Students ⁴	29
Missouri Minority Teaching Scholarship Students ⁵	4

Source: Missouri Department of Elementary and Secondary Education

- Education Program Entrance Requirements

Prospective students must have 1) an ACT composite score of 22 or higher *OR* an SAT combined score of 1030 or higher *OR* a C-BASE score ranked at the 66th percentile, 2) a score of 235 on each C-BASE subtest, and 3) a cumulative GPA of 2.5. Students must also satisfactorily complete EED or SED 202 and 203. When a student feels that he/she meets the above criteria, the student should request from the Department of Education advisor the official form for "Admission to Teacher Education." It is the responsibility of the student to gather the documents—ACT/SAT report, C-BASE scores, transcript of college/university classes—that must accompany the admission request form.

Source: Missouri Western State College Web Site

- Information about Education Program Completers⁶

Completers of 1999-2000 teacher preparation program

90

Age

Under 25	54%
25-34	31%
35-44	13%
45-54	1%
55 and over	0%

Semesters: Fall 1999, Winter 2000, and Summer 2000

Source: Missouri Department of Elementary and Secondary Education

Average ACT score⁷ (applicants for certification) **23**

Source: Missouri Department of Elementary and Secondary Education: Certification Files

C-BASE scores⁸

Passed all five subjects *first time*

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
85	64	250	416	322	242	390	321	241	450	316	248	440	314	245	456	312

Passed all five subjects, *one or more attempts* through December 1998

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
85	85	240	416	316	241	390	317	235	450	309	244	440	309	235	456	294

*state median score

Source: Assessment Resource Center

Employed in Missouri public schools⁹ in 2000-2001*

67(70%)

Missouri Public School districts employing Missouri Western State College
1999-2000 program completers

37

Major Employers of Missouri Western State College 1999-2000 program completers

North Kansas City 74 5
School District of St Joseph 15

Source: Missouri Department of Elementary and Secondary Education

Program completers in private school or out-of state

4 (4%)

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

*Does not include individuals who received their teaching credentials but were employed in another field or unemployed

RESOURCES

Institution

- Full-time Faculty at Missouri Western **193**

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

Education Program

- Full-time Education Program Faculty 10
 - American Indian 0
 - Asian 0
 - African American 0
 - Hispanic 0
 - White 10
 - Nonresident Aliens 0
 - Other 0
 - Male 5
 - Female 5
 - Doctorate Degree 8
 - Missouri Teaching Certificate **Not Reported**
 - National Board Certification 0
- Adjunct Education Program Faculty 24
 - Full-time with the institution, part-time in education 13
 - Part-time in education 11

Source: Institution AACTE/NCATE Report, Oct. 1, 2000 &/or MoSTEP Report Form A & B, Missouri Addendum 2, Oct. 2000

EDUCATION PROCESSES

Institution

- Student-to-Faculty Ratio* 21:1
Source: 2000-2001 Statistical Summary of Missouri Higher Education (Table 49)
- Average Class Size* 20
*undergraduate program

Education Program

- Student-to-Faculty Ratio 18:1
- Average Class Size 18

Source: Missouri Western State College, May 1999

Educational Philosophy

The Missouri Western Teacher Education program is guided by the following core beliefs and resulting conceptual framework:

- Teachers learn to teach by teaching – teacher candidates should have rich experiences in actual classrooms and should be guided and supported by master classroom teachers and professional education faculty.
- Learning to teach is developmental – curriculum and field experiences should be structured in such a way as to allow students to mature and grow into teacher knowledges, skills and dispositions.
- Theory and practice should be connected – theory that is introduced in campus classrooms should be married with field experiences so that the former informs the latter and the latter illuminates the former. Thus, action and reflection play off of each other to contribute to thoughtful teacher candidates who are focused upon student learning. In addition, all Education Department faculty supervise, resulting in superior teaching, supervision and program improvement.

- Collaboration is valued and experienced through multiple partnerships – the teacher education department was birthed in collaboration with area teachers and administrators. This collaboration continues today at multiple levels including parents, teaching colleagues, area businesses and industries and school administrators.
- Success is dependent upon current relevancy, future vision and a community of trust – candidates and faculty alike must be aware of the current challenges facing education, know research-based teaching and learning strategies, be able to demonstrate proficiency with educational technology and possess knowledge, skills and dispositions to effectively teach a diverse student population. In addition, core principles must be shared among vital and effective faculty so that all are empowered to reach their full potential.

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

- **Practical Experience Requirements for Education Majors**

Three off-campus or in-school courses help the prospective teacher make the transition from being a novice to a professional teacher. Each of the off-campus classes is correlated to a campus class that provides the academic background to insure success when working with students. This is known as the Professional Sequence:

- 1) Introduction to Education and Participation in Teaching I are Level One of the MWSC teacher education program and provide time for growing awareness of the issues and challenges that face the classroom teacher today.
- 2) Psychology in Teaching and Experience in Teaching II provide the next level of the marriage of theory and in-school experience. The psychology class helps the prospective teacher learn about how people learn, how students mature mentally, and how to control/manage a classroom while an in-school experience allows the pre-service teacher to assume all of the duties of a student teacher for one hour per day.
- 3) Seminar in Elementary/Secondary Education and Student Teaching III are the companion courses of Level III. MWSC students will be assigned to an area school for 13 weeks for the entire school day.

In addition, school experiences are embedded within methods courses so that methods may be immediately practiced in an authentic school setting.

Source: Missouri Western State College, May 1999

- **Information about supervised student teaching**

- The number of students who were in programs of supervised student teaching during academic year 1999-2000? **105**
- Total number of supervising faculty for the teacher preparation program during 1999-2000: **34**
- The student/faculty ratio was: **3/1**
- The average number of hours per week required of student participation in supervised student teaching in these programs was: **35** hours. The total number of weeks of supervised student teaching required is **11**. The total number of hours required is **380** hours.

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

- **Professional Development School(s)**

MWSC has partnerships with an elementary school and a middle school.

Source: Missouri Western State College, May 1999

- **Co-curricular Programs**

MWSC students participate in the Pass the Power Adult Literacy Program, America Reads, the Presidential Scholarship Program (an educational internship of 15 weeks), the Service Scholars Program (an internship with not-for-profit organizations), Partners in Education Progress (an elementary partnership with athletics department), the Center for Academic Support (tutor training and employment), and Peer Counseling (course work and service).

Source: Missouri Western State College, May 1999

- **Instructional Technology Requirement**

All students with a degree in the Division of Liberal Arts and Sciences (secondary education majors) are required to complete a computer literacy requirement, which is met through a course designed to teach discipline-specific computer software and hardware. Skills taught include data collection and analysis, word processing, desktop publishing, ethical or human issues of computing, and discipline-specific forms of written communication. In addition, each semester the Department of Education evaluates secondary education majors to determine if the goals are met; this information is then provided to the department chair and faculty person.

All elementary education majors are required to take a two-credit technology class that has an additional one-hour lab. The major modules of the EED 331 class are as follows: E-Mail (Practical and Ethical Issues); Basic Word Processing; Pedagogy and Theory of Educational Technology; Introduction to the Internet; Evaluation and Selection of Educational Web Pages; Web Search; Visual Literacy; Development of a Personal Web Page; Development of Teaching/Instructional Web Page (contains both student and teacher materials that can be used to teach the knowledge or skills associated with national and/or state standards); Development of Teaching/Instructional PowerPoint Program; Use of PowerPoint and Word Art. In addition, the Elementary Science Methods course and one section of the Psychology in Teaching course require students to generate a bibliography of electronic articles that relate to course content.

All students are required to construct an electronic portfolio that will be used for program review.

Secondary education majors are required to take SED 404 where they acquire and/or apply educational technology skills and knowledge such as these: design and create a web page; make aesthetic and professional decisions about appropriate design and content for education-specific web pages; use FTP to transfer files; scan and format web-based resource pages for their disciplines; use a digital camera; explore conferencing software such as WebBoard; investigate real-time voice chat; discuss issues related to distance education and technology; and create a web-based portfolio.

Both elementary and secondary education majors may choose to enroll in EED 298 Web Portfolio. Upon successful completion of this course, students will be able to create a web page, move files with FTP, judge web pages as to appropriateness and aesthetics, scan documents and photographs, use voice chat to communicate with classmates, and complete a substantial portion of their required web portfolio. In addition, virtual classrooms are discussed, and ways to integrate learning and technology are explored.

Source: Missouri Western State College, April 2000

- **Accredited, NCATE (National Council for Accreditation of Teacher Education)**

Source: National Council for Accreditation of Teacher Education Web Site

PERFORMANCE

- Missouri certificates* issued to Missouri Western education 1999-2000 program, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Art	K-12	5
Early Childhood Education	B-3	1
Early Childhood Special Education	B-3	11
Elementary Education	1-6	44
English	9-12	7
Health	K-12	6
Mathematics	9-12	2
Middle School: Language Arts	5-9	1
Middle School: Science	5-9	1
Middle School: Social Studies	5-9	1
Mild/Moderate: Cross Categorical	K-12	5

Music – Instrumental	K-12	4
Music – Vocal	K-12	3
Physical Education	K-12	7
Social Science	9-12	5
Spanish	K-12	4
Unified Science: Biology	9-12	2
Unified Science: Chemistry	9-12	1
Total		110

*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary Education

- Performance of Program Completers* on Praxis II Exit Exam ¹⁰

Test Name	Total Examinees	Passing Percentage	Qualifying Score	Institutional Average	Missouri Average	National Median
Art: Content Knowledge	5	100%	153	170	171	173
Biology: Content Knowledge	2	100%	156	164	171	169
Chemistry: Content Knowledge	1	100%	142	+	163	153
Elem. Ed.: Curriculum, Instruction, & Assessment	46	98%	164	183	180	179
English Lang., Lit. & Comp.: Content Knowledge	7	100%	158	172	176	176
Health Education	1	100%	480	+	773	690
Mathematics: Content Knowledge	2	100%	137	159	154	143
Music Education: Content Knowledge	7	100%	151	162	164	164
Physical Education: Content Knowledge	7	100%	153	166	158	156
Social Studies: Content Knowledge	5	100%	152	167	171	168
Spanish: Content Knowledge	6	67%	158	170	170	177
Total	89	97%				

*Program Completers as defined by "Title II of the Higher Education Act", Academic year: 1999-2000

+ Institutional Average not provided for less than 2 examinees

Source: Educational Testing Service

- Follow-up on Missouri Western Program Completers

Education program completers who received initial Missouri certification in 1994

97

Employed in Missouri public schools in

1995-96	64 (66%)
1996-97	64 (66%)
1997-98	64 (66%)
1998-99	60 (62%)
1999-00	61 (63%)

Employed in Missouri public schools in 1999-00, with master's degree

11 (11%)

Employed in the same Missouri public school district in

1995-96	64 (66%)
1995-97	49 (51%)
1995-98	43 (44%)
1995-99	37 (38%)
1995-00	33 (34%)

Certification Status as of Sept. 1, 2001

Holding Valid PC I	0 (0%)
Holding Valid PC II	71 (73%)

Lapsed ¹¹

26 (27%)

Source: Missouri Department of Elementary and Secondary Education

Major Employers ¹²

Missouri school districts employing Missouri Western graduates* 200

Missouri Western State College had 1,549 graduates teaching in Missouri public schools during the 2000-2001 school year.

St. Joseph School District employed 30 percent (459) of the 1,549 graduates teaching in Missouri public schools during the 2000-2001 school year.

School districts where Missouri Western graduates make up 25-49 percent of faculty

Cameron R-I

Livingston R-III

Osborn R-O

Clinton R-III

Maysville R-I

Savannah R-III

Breckenridge R-I

Mid Buchanan R-V

South Holt R-I

East Buchanan C-1

Mound City R-2

St. Joseph

Hamilton R-II

New York R-IV

Union Star R-II

Holt R-II

North Andrew R-VI

Winston R-VI

King City R-I

North Platte R-I

School districts where Missouri Western graduates make up 50-74 percent of faculty

Avenue City R-IX

Buchanan R-IV

Stewartville C-2

*Includes all graduates of Missouri Western teaching in the district, not just those who completed the education program

Source: Missouri Department of Elementary and Secondary Education

STARR Teachers ¹³

4

National Board Certified Teachers ¹⁴

1

Missouri Teachers of the Year ¹⁵

1

Source: Missouri Department of Elementary and Secondary Education

Other Honors and Awards Earned by Graduates

Not Reported